

## **JOB DEMANDS, RELATIONAL RESOURCES AND JOB SATISFACTION: THE MEDIATING ROLE OF SELF EFFICACY**

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### **Abstract**

This research investigates employee well-being from an organisational behaviour perspective by examining the impact of job demands and relational resources within educational organisations. It focuses on teachers working in faith-based schools in Java, Indonesia, where strong relational norms, value-based interactions, and close leaders' member relationships shape everyday work experiences. Specifically, it examines the relationships among work overload, respectful student behaviour, principal support, and teachers' job satisfaction, with self-efficacy positioned as a mediating psychological mechanism. A quantitative survey was used. Data were collected from 298 teachers across 25 faith-based schools and analysed using PLS-SEM. The findings indicate that work overload is negatively associated with job satisfaction, while respectful student behaviour and principal support are positively associated with job satisfaction. The results further show that self-efficacy mediates the effects of work overload, respectful student behaviour, and principal support on job satisfaction, suggesting that self-efficacy functions as an important psychological resource in managing high work demands and strengthening the benefits of supportive relational environments. Overall, this study highlights the importance of relational resources in sustaining teacher job satisfaction in educational settings and contributes to organisational behaviour and educational management literature by clarifying the mediating role of self-efficacy in the Indonesian faith-based school context.

**Keywords:** Job Satisfaction; Work Overload; Respectful Student Behaviour; Principal Support; Self-Efficacy; Organisational Behaviour; Teachers

**JEL Classification:** M10, M54, O15

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### **INTRODUCTION**

Educational institutions are complex organisations where employees often face multiple and sometimes conflicting demands that influence their motivation, well-being, and performance. Teachers, like those who work directly with students,

experience working conditions that share many features with today's workplaces, such as increasing workloads, social pressures, and emotional demands. In this context, job satisfaction is not only relevant to educational outcomes but is also closely related to organisational issues

such as employee commitment, retention, and work effectiveness.

In Indonesia, the education system continues to face ongoing challenges related to teaching quality and teacher well-being within organisational settings. Survey findings show that teachers tend to experience higher levels of work-related stress compared to many other professions, which places their job satisfaction and psychological well-being at risk (Ramadhan & Pratama, 2023). Similar to other occupational groups, teacher satisfaction is influenced by the balance between job demands and the psychosocial support provided by the workplace (Kingsford-Smith et al., 2023). Employees who feel satisfied with their work are generally more committed, more willing to participate actively, and more likely to put in extra effort to support organisational goals (Wartenberg et al., 2023). In contrast, prolonged dissatisfaction often develops from emotional exhaustion caused by heavy workloads and difficult social relationships at work (Naiemah Saraih et al., 2024).

Work overload refers to situations in which employees are required to meet excessive or unreasonable job demands. It has been widely discussed as one of the strongest predictors of job dissatisfaction and burnout. When employees face high quantitative or qualitative workloads, their ability to regulate effort and emotions tends to decline (Park & Johnson, 2019). In schools, work overload may arise from high performance expectations, extensive administrative duties, and large class sizes (Malinen & Savolainen, 2016). Over time, these conditions can reduce motivation, increase disengagement, and weaken organisational commitment, which ultimately lowers job satisfaction.

The negative effects of job demands become stronger when relational resources are limited. Positive interpersonal relationships, respect, and social support play an important role in shaping employees' work experiences. Respectful

treatment from colleagues, supervisors, and students contributes to a sense of dignity, fairness, and belonging in the workplace. Research in organisational psychology shows that perceived respect is closely related to organisational identification and is associated with higher job satisfaction and lower stress levels (Ortan et al., 2021). In educational settings, respectful behaviour from students represents an important relational resource that can improve the classroom climate and teachers' attitudes toward their work. Conversely, experiences of interpersonal conflict or disrespect increase emotional strain and contribute to burnout (Collie, 2021).

Leadership support is another key social resource in the workplace. Supportive leaders provide guidance, feedback, and autonomy while paying attention to employees' emotional needs. Such leadership behaviours have been linked to higher job satisfaction and psychological empowerment. In schools, principals play a role similar to managers in other organisations. Principals who provide resources, acknowledge teachers' contributions, and involve them in decision-making can help reduce perceived job demands and strengthen teachers' sense of competence (Karacabey, 2021). This type of support functions not only as practical assistance but also as a relational signal that teachers are valued members of the organisation.

Alongside external resources, self-efficacy represents an important personal psychological resource that influences how employees respond to work demands. Based on Bandura's social cognitive theory, self-efficacy refers to individuals' beliefs in their ability to perform tasks successfully. Teachers with higher self-efficacy are more likely to view challenges as manageable, use effective coping strategies, and experience greater job satisfaction (Kasalak & Dagyar, 2020). Within the Job Demand-Resources (JD-R) framework, self-efficacy helps buffer the

negative effects of job demands and supports positive work outcomes.

Using the JD-R framework, this study examines how work overload as a job demand, together with relational resources in the form of respectful student behaviour and principal support, influences teachers' job satisfaction. It also explores the role of self-efficacy as a mediating psychological mechanism that links work conditions to teachers' emotional evaluations of their jobs. By viewing teachers as organisational members, this study contributes to organisational behaviour literature by explaining how job demands, relational resources, and personal psychological resources jointly shape job satisfaction in educational settings.

## LITERATURE REVIEW

This study utilizes the Job Demands-Resources (JD-R) model, which posits that the interplay between job demands and job resources significantly influences employees' well-being and performance (Bakker & Demerouti, 2024). Work overload is a job demand that drains energy and causes stress while principal support and polite student behavior are relational resources that boost motivation, engagement, and satisfaction. These resources not only mitigate the impact of excessive demands but also promote personal growth and fulfilment at work.

This view is complemented by the Social Exchange Theory (SET) (Ahmad et al., 2023) which argues that supportive leadership and respectful behaviour sufficiently explain the reciprocal bonds employees form with their organisation. Teachers, as a case in point, appreciate being treated with respect and support which, in turn, makes them feel important and, as a result, more willing to engage in reciprocal behaviour, support the organisation, and derive satisfaction from their role.

This study brings together JD-R and SET and proposes that teacher job satisfaction is a result of structural as well

as relational factors - where job demands, relational resources, and self-efficacy, as a personal psychological resource, interplay in determining how employees construct their experience and respond to their work environment.

## Job Satisfaction

In the context of an organisation, job satisfaction is seen as the employees' overall appraisal of the work experience and is an overall aspect of the employee experience. According to Kingsford-Smith et al. (2023), job satisfaction is the extent of satisfaction and happiness, as well as the resulting personal fulfilment, an individual achieves in carrying out the respective professional duties. In organisational settings, such as within schools, fulfilment is often determined by the volume of work, interpersonal relationships, organisational citizenship behaviour, the support of leaders, and personal psychological resources of self-efficacy.

Research in the field has demonstrated that job satisfaction is a strong predictor of an employees' organisational commitment and performance (Wartenberg et al., 2023) and is also known to inversely correlate to stress and burnout (Skaalvik & Skaalvik, 2017). Satisfied teachers, like employees in other industries, are much more willing and engaged, and demonstrate enhanced commitment towards work even in the presence of demanding work conditions. Other findings indicate that job satisfaction increases work engagement and lowers turnover intentions (Park & Johnson, 2019), thus, contributing to workforce stability and effectiveness.

In addition, there are other positive aspects created by job satisfaction. As noted by Kingsford-Smith et al. (2023), workers who report satisfaction from their jobs tend to enjoy greater well-being and satisfaction in life. It follows that the satisfaction of workers is a predictor of job performance, and equally a determining factor of mental health. All of these findings indicate that job satisfaction is a

reliable predictor of personal well-being and an equally vital factor of organisational performance. In educational institutions, achieving satisfaction is contingent upon an equitable distribution of work, positive managerial support, and a nurtured sense of self-efficacy.

### **Respectful Student Behavior**

According to Aldridge and Fraser (2016), student respectful behaviour is the action and social engagement that affects the social and emotional environment in an educational setting. It is the appreciation of the environment as a relational context that stresses the relevance of student behaviour for the employees' attitudes and satisfaction. A student's positive conduct promotes a cordial and appreciative climate which elevates the teachers' self-efficacy thereby enhancing job satisfaction greatly (Aldridge & Fraser, 2016). On the other hand, conduct that is disruptive and disrespectful increases emotional strain which in turn leads to exhaustion, burnout, and a decrease in well-being and satisfaction (Ortan et al., 2021).

In regard to emotional, physical, and social relational complexities, teachers' psychological resources are crucial. The higher the self-efficacy with which the teacher manages classroom interactions, the more positive the attitudes towards the work in a less favourable context is likely to be retained (Kasalak & Dagyar, 2020). Therefore, self-efficacy strengthening policies and such policies coming from the institution are likely to decrease the negative consequences of such interpersonal burden.

Social support also acts in this case as a critical buffer. Kingsford Smith et al. (2023) point out that employees with strong support from supervisors and colleagues are better able to tackle behavioural problems and maintain satisfaction at work. Unsurprisingly, in the case of students, one of the most challenging behavioural problems, shouting, constitutes a significant relational

variable, positively and negatively impacting the well-being of a teaching practitioner. It is, therefore, crucial that the organisation seeks to support a culture of respect and empower the teachers in managing complex interpersonal relations if the aim is to foster satisfaction and effectiveness at work and, in turn, educational outcomes.

### **Principal Support**

Principal support deals with leadership actions whereby school leaders instruct, aid, and motivate school personnel in discharging their professional responsibilities (Ortan et al, 2021). In the context of organizational behavior, it is a type of managerial encouragement and support which determines lower levels of motivation, commitment, and satisfaction. Perelli (2018) established that leaders providing emotional, professional, and instrumental support promote satisfaction and engagement among employees. In a similar vein, Park and Johnson (2019) proved that principal support positively impacts work engagement and the intention to stay with the organization, thus demonstrating the maintaining aspect of leadership support on commitment.

Other studies also show that principal support acts as a mediator in the relationship between school climate and job satisfaction. Teachers are more likely to be happy if they see their principals as supporters of positive and welcoming environments (Aldridge & Fraser, 2016). In addition, supporting leadership can buffer the impact of the negative job demands such as job strain and workload. Wartenberg et al. (2023) found that employees who have supportive bosses are better at dealing with stress and feel better overall.

All the collected evidence speaks to the fact that the support of principals is a crucial organizational resource which affects satisfaction, engagement, and retention. Therefore, to foster a healthy and sustainable workplace, it is necessary to

develop leadership practices which support the educators.

### **Self-Efficacy**

Self-efficacy refers to individuals' beliefs in their ability to accomplish work tasks and overcome challenges (Ortan et al., 2021). In organizational behavior research, it is recognized as a personal psychological resource that shapes how employees respond to job demands. In educational organizations, teacher self-efficacy reflects confidence in ones' professional competence to teach and manage work responsibilities effectively. Studies consistently demonstrate its strong association with job satisfaction and well-being. Malinen and Savolainen (2016) found that individuals with higher self-efficacy report greater job satisfaction and lower burnout, emphasizing its protective role against stress.

Self-efficacy also acts as a mediating mechanism within workplace relationships. Kasalak and Dagyar (2020) showed that employees with strong efficacy beliefs who receive supervisor support are more likely to experience job satisfaction, highlighting the importance of professional development and leadership in building efficacy. Likewise, Aldridge and Fraser (2016) identified self-efficacy as a mediator between organizational climate and job satisfaction, indicating that supportive environments enhance efficacy, which in turn promotes satisfaction.

Beyond professional outcomes, self-efficacy contributes to broader well-being and life satisfaction. Ortan et al. (2021) reported that individuals with strong efficacy beliefs experience higher well-being and fulfillment, suggesting that its benefits extend beyond immediate job contexts. Overall, self-efficacy represents a vital psychological resource that links job demands and social support to employee satisfaction and resilience. Enhancing self-efficacy through training, mentoring, and leadership support is thus essential for

promoting sustainable motivation and well-being at work.

### **Hypotheses**

Earlier studies have identified work overload as an important determinant of employee job satisfaction. Work overload, reflected in excessive working hours, time pressure, and multiple administrative responsibilities, has been shown to reduce motivation and increase emotional and physical exhaustion (Hussain et al., 2023). In the teaching profession, overload commonly involves instructional duties, lesson preparation, student assessment, and additional managerial tasks. Teachers who consistently work beyond their capacity tend to experience fatigue and declining enthusiasm for their work (Carroll et al., 2022). Empirical evidence from Japan also indicates that longer working hours are associated with lower job satisfaction (Hojo, 2021). Similarly, Skaalvik and Skaalvik (2017) found that time pressure and administrative demands contribute to feelings of powerlessness that diminish work satisfaction. Based on this reasoning, the following hypothesis is proposed:

H1: Work overload is negatively associated with teachers' job satisfaction.

Student behaviour plays an important role in shaping teachers' work experiences. Respectful student behaviour, such as cooperation, engagement, and positive classroom interaction, can enhance teachers' sense of appreciation and motivation, thereby increasing job satisfaction (Aldridge & Fraser, 2016). In contrast, disruptive behaviour tends to elevate tension and dissatisfaction. Wartenberg et al. (2023) reported that positive student collaboration is positively related to teacher satisfaction. Likewise, character education and shared ethical standards in schools have been found to improve student behaviour and teacher morale (You et al., 2016). Therefore, the following hypothesis is formulated:

H2: Respectful student behaviour is positively associated with teachers' job satisfaction.

Leadership support represents an important relational resource for teachers. Principal support, expressed through feedback, recognition, and the provision of professional resources, has been linked to higher levels of teacher satisfaction (Olsen & Huang, 2019). Principals who actively support professional development contribute to more positive work attitudes among teachers (Al-Mahdy & Alazmi, 2023). In addition, leadership support has been shown to foster innovation and reduce turnover intentions through mentoring and guidance (Johari et al., 2021; Wartenberg et al., 2023). Accordingly, the following hypothesis is proposed:

H3: Principal support is positively associated with teachers' job satisfaction.

Work overload also has important psychological implications, particularly for teachers' self-efficacy. Excessive job demands may undermine individuals' beliefs in their ability to perform effectively (Naiemah Saraih et al., 2024). Previous research indicates that high workloads are negatively related to self-efficacy, whereas manageable demands help maintain teachers' confidence in their professional capabilities (Skaalvik & Skaalvik, 2017; Malinen & Savolainen, 2016). Based on this argument, the following hypothesis is developed:

H4: Work overload is negatively associated with teachers' self-efficacy.

Student behaviour also influences teachers' perceptions of self-efficacy. Positive student engagement and cooperation during lessons have been found to strengthen teachers' efficacy beliefs, while classroom disruptions tend to weaken them (Zee et al., 2016). Strong teacher-student relationships further enhance teachers' perceived effectiveness (Endedijk et al., 2022). Constructivist teaching approaches,

such as project-based learning, illustrate how respectful student behaviour can reinforce teachers' confidence in managing instructional tasks (Gülsün et al., 2023). Thus, the following hypothesis is proposed:

H5: Respectful student behaviour is positively associated with teachers' self-efficacy.

Supportive leadership is closely linked to employees' self-efficacy. Principals who provide guidance, encouragement, and professional resources help teachers develop stronger beliefs in their ability to meet job demands (Park & Johnson, 2019). Empirical studies have confirmed a positive relationship between supportive leadership and self-efficacy (Karacabey, 2021). Collaborative practices, such as professional learning communities, further strengthen teachers' efficacy through shared reflection and support (Zheng et al., 2019). Accordingly, the following hypothesis is proposed:

H6: Principal support is positively associated with teachers' self-efficacy.

Self-efficacy plays a key role in shaping job satisfaction. Teachers with stronger efficacy beliefs tend to perceive work challenges as more manageable and remain more engaged in their work (Zee et al., 2016). Previous studies have shown that teachers with high self-efficacy, particularly in classroom management, report higher levels of job satisfaction (Aldridge & Fraser, 2016). Self-efficacy also helps reduce work-related stress and burnout (Malinen & Savolainen, 2016), which contributes to greater satisfaction (Kasalak & Dağyar, 2020). Therefore, the following hypothesis is proposed:

H7: Self-efficacy is positively associated with teachers' job satisfaction.

### **Mediation of Self-Efficacy**

Self-efficacy functions as an important psychological mechanism linking job demands and relational resources to job

satisfaction. Teachers with strong efficacy beliefs are better able to cope with high workloads, thereby reducing the negative effects of work demands on satisfaction (Cayupe et al., 2023; Gunawan et al., 2024). Similarly, self-efficacy helps translate positive student behaviour and principal support into more favourable job attitudes (Collie, 2021; You et al., 2016). Based on this reasoning, the following mediation hypotheses are proposed:

H8: Self-efficacy mediates the relationship between work overload and job satisfaction.

H9: Self-efficacy mediates the relationship between respectful student behaviour and job satisfaction.

H10: Self-efficacy mediates the relationship between principal support and job satisfaction.

## RESEARCH METHODS

This study implemented a quantitative survey with a cross-sectional design, which allows for evaluating the relationships between the variables in a single time frame (Sekaran & Bougie, 2016). Data was gathered from 298 teachers working in religious-affiliated private institutions in five metropolitan areas on Java Island, namely, Bekasi, Semarang, Jakarta, Yogyakarta, and Bogor. These locations were selected because they represent major urban educational settings in Java where faith-based schools operate under comparable organisational structures and regulatory environments.

Respondents were identified through purposive sampling. This technique was considered appropriate because the study focused on teachers who were expected to have sufficient exposure to the school environment and its organisational dynamics. Therefore, the inclusion criterion was having at least one year of teaching experience, which enables respondents to provide informed evaluations of their workload, relational interactions, and job-related perceptions (Attard & Armour, 2005). The final sample size exceeded the

minimum requirement of 195 respondents, indicating that the sample was adequate for statistical analysis.

Data were collected using a structured and validated questionnaire (Sekaran & Bougie, 2016) consisting of six sections. The first section captured demographic information, including gender, age, education, tenure, marital status, employment, school level, and school location. The remaining five sections measured the study variables: job satisfaction (Ortan et al. 2021), work overload (Abdulaziz et al. 2022), respectful student behavior (Ortan et al. 2021), support from the principal (Perelli, 2018), and self-efficacy (Lingán-Huamán et al. 2023). All variables were assessed using a five-point scale, whereby 1 was “strongly disagree” and 5 was “strongly agree.” For instance, one self-efficacy item is “I am confident that I can assist learners who are having difficulties motivating themselves to learn.”

To reduce the potential risk of common method bias, several procedural remedies were applied during data collection. Respondents were informed that their participation was voluntary and anonymous, and that there were no right or wrong answers. In addition, the questionnaire items were adapted from established sources and arranged to minimise evaluation apprehension. A statistical assessment using Harman’s single-factor test was also conducted to examine the presence of common method bias, and the results indicated that no single factor accounted for the majority of variance.

Out of the total sample 62.4% were female and 37.6% were male teachers. Most participants were aged over 50 years (34.6%) while those under 28 years accounted for 11.1%. The majority of the respondents (95%) held a bachelor’s degree. Teacher tenure varies across respondents with 22.1% having 5–9 years, 13.1% having 10–14 years, 12.1% having 20–24 years and 25.8% having 15 years or more. Regarding marital status, 75.8% were married and 24.8% were single. In

terms of employment status, 75.8% were permanent teachers, 19.8% were contract-based and 4.4% were on probation. With respect to school level, 43.9% taught in senior high schools, 31.6% in elementary schools and 24.5% in junior high schools.

## RESULTS AND DISCUSSION

### Measurement Model (Outer Model)

Hypothesis testing was preceded by an assessment of the measurement model to evaluate construct reliability and validity. As shown in Table 1, all standardized factor loadings exceeded the recommended 0.70 threshold, ranging from 0.72 to 0.93 with exception of one indicator of Principal Support (loading = 0.69), which was subsequently removed. All constructs demonstrated average variance extracted (AVE) values above the minimum criterion of 0.50 minimum (range = 0.69–0.83), indicating adequate convergent validity (Hair et al. 2021). As presented in Table 1, Cronbach's alpha and composite reliability values for all constructs exceeded the recommended cut-off of 0.70, confirming internal consistency reliability. Discriminant validity was assessed using the Fornell-Larcker criterion.

As shown in Table 1a, the square roots of the AVE values for each construct were greater than their correlations with other

constructs, indicating that each latent variable captured a distinct conceptual domain (Hair et al., 2019).

### Structural Model (Inner Model)

Following the evaluation of the measurement model, the structural model was assessed using the coefficient determination ( $R^2$ ), the effect size ( $f^2$ ), variance inflation factors (VIF), and the standard root mean square residual (SRMR). As shown in Table 2, self-efficacy demonstrated moderate explanatory power ( $R^2 = 0.40$ ), indicating that work overload, respectful student behavior and principal support jointly explained 40% of the variance in teachers' self-efficacy. Job satisfaction showed strong explanatory power ( $R^2 = 0.75$ ), suggesting that the model accounted for a substantial proportion of variance in teachers' job satisfaction.

Collinearity diagnostics showed that VIF values ranged from 1.0 to 7.6, with most values below the recommended threshold of 5, indicating that multicollinearity was not a serious concern (Hair et al., 2019). Model fit was also acceptable, as indicated by an SRMR value of 0.041, which is below the recommended cut-off of 0.08 (Hair et al., 2021).

**Table 1. Summary of Measurement Model Results**

| Construct                   | No. of Items | Loading Range | AVE  | Cronbach's Alpha | Composite Reliability |
|-----------------------------|--------------|---------------|------|------------------|-----------------------|
| Work Overload               | 4            | 0.80 – 0.88   | 0.73 | 0.88             | 0.92                  |
| Respectful Student Behavior | 4            | 0.89 – 0.93   | 0.83 | 0.93             | 0.95                  |
| Principal Support           | 15           | 0.75 – 0.89   | 0.73 | 0.97             | 0.98                  |
| Self-Efficacy               | 10           | 0.72 – 0.89   | 0.69 | 0.95             | 0.96                  |
| Job Satisfaction            | 5            | 0.87 – 0.92   | 0.80 | 0.94             | 0.95                  |

**Table 1a. Fornell-Larcker Criterion Summary**

| Pathway Variable            | Work overload | Principal Support | Self-efficacy | Job Satisfaction | Respectful Student Behavior |
|-----------------------------|---------------|-------------------|---------------|------------------|-----------------------------|
| Work overload               | <b>0.856</b>  |                   |               |                  |                             |
| Principal Support           | -0.269        | <b>0.854</b>      |               |                  |                             |
| Self-efficacy               | -0.288        | 0.606             | <b>0.833</b>  |                  |                             |
| Job Satisfaction            | -0.368        | 0.610             | 0.825         | <b>0.895</b>     |                             |
| Respectful Student Behavior | -0.077        | 0.171             | 0.230         | 0.394            | <b>0.911</b>                |



**Table 2. Structural Model Summary (R<sup>2</sup> and f<sup>2</sup> Results)**

| Dependent Variable | R <sup>2</sup> | Predictor                   | f <sup>2</sup> | Effect Size |
|--------------------|----------------|-----------------------------|----------------|-------------|
| Self-Efficacy      | 0.40           | Work Overload               | 0.03           | Small       |
|                    |                | Respectful Student Behavior | 0.03           | Small       |
|                    |                | Principal Support           | 0.45           | Large       |
| Job Satisfaction   | 0.75           | Work Overload               | 0.06           | Small       |
|                    |                | Respectful Student Behavior | 0.17           | Medium      |

### Hypothesis Testing

Path coefficients were tested using bootstrapping procedure with 5,000 resamples. As presented in [Table 3](#), all direct relationships (H1-H7) were statistically significant and in the hypothesized directions, as predicted. Work overload was negatively associated with job satisfaction, while respectful student behaviour, principal support, and self-efficacy showed positive associations with job satisfaction. In addition, work overload negatively predicted self-efficacy, whereas respectful student behaviour and principal support positively predicted self-efficacy.

### Mediation Analysis

The mediating role of self-efficacy was examined using indirect effect analysis. As shown in [Table 4](#), self-efficacy signifi-

cantly mediated the relationships between work overload and job satisfaction, respectful student behaviour and job satisfaction, and principal support and job satisfaction. Among these paths, the indirect effect of principal support on job satisfaction through self-efficacy was the strongest, indicating that leadership support enhances teachers' job satisfaction primarily by strengthening their efficacy beliefs.

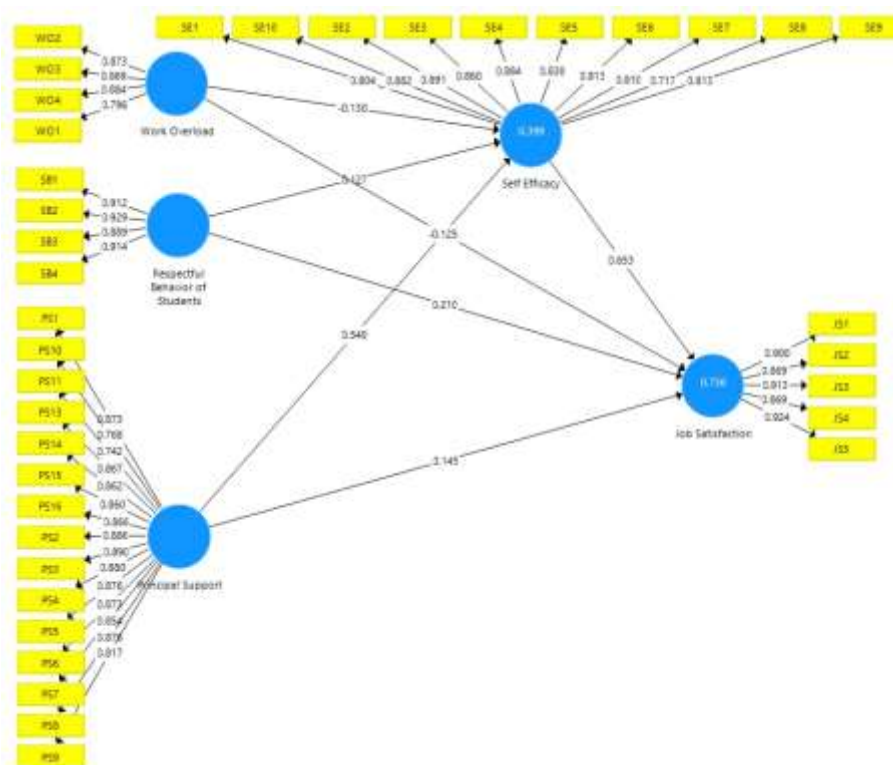
Overall, these results indicate that self-efficacy functions as a key psychological mechanism linking both job demands and relational resources to teachers' job satisfaction. [Figure 1](#) illustrates the structural model, including both direct and indirect relationships among the study variables.

**Table 3. Direct Effects (Bootstrapping Results)**

| Path                                           | $\beta$ | t-value | p-value | Result    |
|------------------------------------------------|---------|---------|---------|-----------|
| Work Overload → Job Satisfaction               | -0.125  | 4.01    | 0.000   | Supported |
| Respectful Student Behavior → Job Satisfaction | 0.210   | 6.39    | 0.000   | Supported |
| Principal Support → Job Satisfaction           | 0.145   | 2.07    | 0.039   | Supported |
| Work Overload → Self-Efficacy                  | -0.130  | 2.54    | 0.011   | Supported |
| Respectful Student Behavior → Self-Efficacy    | 0.127   | 2.65    | 0.008   | Supported |
| Principal Support → Self-Efficacy              | 0.549   | 7.15    | 0.000   | Supported |
| Self-Efficacy → Job Satisfaction               | 0.653   | 10.31   | 0.000   | Supported |

**Table 4. Indirect (Mediation) Effects**

| Mediation Path                                                 | $\beta$ | t-value | p-value | Result    |
|----------------------------------------------------------------|---------|---------|---------|-----------|
| Work Overload → Self-Efficacy → Job Satisfaction               | -0.085  | 2.23    | 0.026   | Supported |
| Respectful Student Behavior → Self-Efficacy → Job Satisfaction | 0.083   | 2.36    | 0.019   | Supported |
| Principal Support → Self-Efficacy → Job Satisfaction           | 0.359   | 6.45    | 0.000   | Supported |



**Figure 1.** Structural Model

## Discussion

This research demonstrates that teachers' job satisfaction is influenced by the balance of job demands and resources. Consistent with previous research, work overload was found to reduce job satisfaction. Excessive job demands tend to generate stress, emotional exhaustion, and lower motivation (Abdulaziz et al., 2022; Burić & Kim, 2020; Carroll et al., 2022; Cayupe et al., 2023; Skaalvik & Skaalvik, 2017). Psychological theories further suggest that prolonged overload can undermine commitment and performance in teaching roles (Hojo, 2021; Hussain et al., 2023). These findings point to the limited effectiveness of organizational strategies for workload balance and administrative support in sustaining teachers' well-being and engagement in work.

On the contrary, respectful student behavior was found to enhance teachers' satisfaction. This result supports earlier research that highlights the importance of positive student-teacher relationships for

teachers' emotional experiences and professional fulfilment (Aldridge & Fraser, 2016; Ballarta & Roberto, 2020; You et al., 2016). When students demonstrate respect and cooperation, teachers are more likely to feel appreciated and enthusiastic (Wartenberg et al., 2023). This finding reinforces the view that the climate of classroom is not only a pedagogical issue but also an important determinant of teachers' job satisfaction (Carroll et al., 2022). Efforts to foster respectful student behavior therefore have implications not only for learning outcomes but also for the teachers' professional well-being.

Similarly, principal support emerged as a significant relational resource influencing job satisfaction. This finding aligns with previous research highlighting leadership support as a key organisational asset (Johari et al., 2021; Toropova et al., 2021). Principals who provide constructive feedback, recognition and autonomy contribute to a more positive school climate and lower turnover intentions among teachers (Al-Mahdy & Alazmi, 2023; Olsen & Huang,

2019). This highlights the importance of having school leaders deploy relevant strategies to improve the workplace's mental safety, motivation, and satisfaction. In practical terms, this underscores the role of school leaders in creating supportive environments that promote psychological safety, motivation, and sustained satisfaction.

The findings also indicate that work overload negatively affects teachers' self-efficacy. Excessive demands may weaken teachers' confidence in managing classroom tasks effectively, which is consistent with prior studies linking high job demands to lower self-efficacy (Malinen & Savolainen, 2016; Skaalvik & Skaalvik, 2017). Reduced efficacy may, in turn, constrain classroom control and instructional quality, reinforcing a cycle of declining confidence and performance (Abdulaziz et al., 2022; Belizario et al., 2024). Conversely, respectful student behaviour and principal support were found to strengthen self-efficacy, suggesting that positive relational experiences and leadership practices serve as important psychological resources (Collie et al., 2021; Park & Johnson, 2019; Zheng et al., 2019). These resources appear to nurture teachers' confidence, resilience, and engagement at work.

In addition, self-efficacy was positively associated with job satisfaction. This finding is consistent with evidence showing that teachers with stronger efficacy beliefs tend to be more engaged and committed to their work (Kasalak & Dagar, 2020; Khadka & Khadka, 2023; Zee et al., 2016). Self-efficacy functions as a psychological mechanism through which contextual conditions are translated into affective work outcomes. It also helps to attenuate the negative effects of work overload while amplifying the positive influence of student behaviour and principal support on satisfaction (Cayupe et al., 2023; Gunawan et al., 2024; Kingsford-Smith et al., 2023). These results extend the Job Demands-Resources

(JD-R) framework by illustrating how personal and relational resources jointly buffer the strain associated with demanding work conditions (Bakker & Demerouti, 2017).

Overall, the findings suggest that teachers' job satisfaction cannot be understood solely in terms of workload. Psychological and relational aspects of the work environment play an equally important role. Self-efficacy emerges as a key mechanism that links contextual work experiences to positive affective outcomes. From a theoretical perspective, this study contributes to the JD-R framework by positioning self-efficacy as both an outcome of job resources and a mechanism through which these resources influence satisfaction. From a practical perspective, the results highlight the importance of a systemic approach to teacher well-being, involving workload management, the cultivation of respectful classroom climates, and leadership practices that strengthen teachers' efficacy and resilience.

## CONCLUSION

This research indicates that teachers' job satisfaction is shaped by the interplay between job demands and job resources. Work overload was found to reduce both self-efficacy and satisfaction, whereas respectful student behaviour and principal support were associated with higher levels of self-efficacy and satisfaction.

Self-efficacy emerged as a strong predictor of job satisfaction and served as a mediating mechanism linking work overload, student behaviour, and principal support to satisfaction outcomes. These findings are consistent with the Job Demands - Resources (JD-R) framework, which suggests that excessive demands tend to deplete energy, while relational and personal resources help sustain motivation and well-being. The results also aligned with Social Cognitive Theory by showing how efficacy beliefs operate as a psychological mechanism connecting

contextual work conditions with emotional and motivational outcomes.

Within the Indonesian context, this study provides insights into how these relationships operate in faith-based schools. Cultural norms that emphasize respect for authority and hierarchical relationships may strengthen the influence of respectful behaviour and principal support on teachers' job satisfaction. In this regard, the study not only reinforces previous findings but also contributes to the contextual validation of the JD-R model by showing how general theoretical frameworks are reflected within local educational settings.

### Managerial Implications

The results of this research offer several practical implications for school leaders and policymakers. First, teachers' well-being and motivation are closely linked to the effective management of workloads. Reducing excessive administrative tasks, providing support for time management and monitoring workload distribution may help minimise strain and sustain teachers' sense of efficacy. Second, fostering a positive climate characterised by respect and positive student behavior is essential. Initiatives such as character education structured student engagement programs may contribute not only to improved learning but also to higher levels of teacher satisfaction. Third, leadership practices that emphasise recognition, constructive feedback and professional encouragement can enhance teachers' resilience and commitment to their roles, thereby supporting the sustainability of the broader educational system.

### Limitations and Future Research

Several limitations of this study should be acknowledged. First, the sample was drawn from faith-based private schools in specific urban areas, which may limit the generalisability of the findings to other educational contexts. Second, the use of self-reported data raises the possibility of

response bias, despite procedural steps taken to reduce this risk. In addition, the cross-sectional design does not allow for causal inferences.

Future research may address these limitations by employing longitudinal or multi-source designs and by examining teachers from more diverse institutional and regional contexts. Further studies could also explore the roles of additional psychological variables, such as resilience, emotional exhaustion, or intrinsic motivation, as potential mediators or moderators in the relationship between job demands, resources, and job satisfaction. Finally, while work overload was predominantly associated with negative outcomes in this study, future research may investigate conditions under which certain levels of challenge demands could have motivating effects, thereby providing a more nuanced understanding of teacher well-being and performance.

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